

THE COTERIE

no small characters.

PLOT AND STORY ELEMENTS LESSON PLAN

Created for use in your classroom after seeing

Naked Mole Rat Gets Dressed:
The Underground Rock Experience

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Common Core Reading Standards:

CCR Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

Student Objectives:

Students will be able to:

- Recreate and retell key moments from *Naked Mole Rat Gets Dressed*.
- Collaborate in small groups to recall messages from the story.
- Summarize key supporting details and ideas.

Assessments:

- Post- share Q&A: Students will defend their choices with evidence from the selected passage.
- Individual reflection: Students will reflect on what they have learned with given reflection questions

Find the Right Level for Your Class:

- **Level 1:** Retelling story
- **Level 2:** Understanding messages and lessons
- **Level 3:** Explaining lessons, using text to support ideas

Lesson:

Introduction

- Draw to Recall (5-10 minutes): After The Coterie's production of *Naked Mole Rat Gets Dressed*, ask students to draw their favorite part of the show. Who was in the scene? What did the set look like? What were they doing?

Building Activities

- Share, Share, Trade (10-15 minutes): After time is called ask students to find a partner. One partner at a time shares his/her drawing with his/her partner. As they share, they should point out the setting and characters. The partner responds to the artwork by using statements that describe their feelings and what about the art made them feel that way (i.e. colors, the expressions on faces, shapes). Then the other partner shares their drawing in the same way.
 - **Level 1**: Switch to find new partners and share their work with another partner.
 - **Level 2**: After both partners have shared, they trade drawings and find a new partner. Now they go through the same process but describing another artist's work. When describing, they are an impartial judge relaying the facts about the artwork. It is the job of the second person to provide an emotional response to the piece.
 - **Level 3**: Same as Level 2 but have the two students also discuss how they can tell what part of the show the original artist was recreating.
 - *Teacher Note: An important aspect of art is the audience's response. Allow students to express a range of responses, both positive and negative. By framing the response as "It makes me feel _____," takes the pressure off the quality of artwork and puts the weight onto the emotions it can conjure.*
- Teacher-Led Story Drama (40-50 minutes): Students find their own imagination station in the room (a spot for them to act out the story without touching anyone/anything and without them being touched). Ask them to lie down and close their eyes and imagine that they are a naked mole rat living underground. When they open their eyes, they begin their day as normal. How does your character get ready when they wake up. Do they brush their long front teeth? Do they eat breakfast? But you are a naked mole rat with a big secret...you like to get dressed! Sneak into your closet and put on your favorite outfit. Begin retelling *Naked Mole Rat Gets Dressed* as the students act it out. Give space for the students to predict what will happen next. Occasionally freeze the action and ask the students a question, tapping them on the shoulder to hear the answer from their character's point of view. (Appendix A has a sample of how to tell the story)
 - *Sample questions*: How did you feel when you showed up in your clothes and the other naked mole rats made fun of you? Why did you feel that way? What was your reaction to Grand-Pah called a meeting? What did you wear to the party?

Wrap-up

- Collaborative Discussion (5 minutes): Together the class will reflect on what they have learned.

- What happened when you showed up dressed up? How did it make you feel? How did you feel when Grand-Pah started wearing clothes?
- What did you learn at the end of the story? Did anyone else learn a different lesson?
- How was the story we just told different from the play we saw? What about the book? How were they all the same?
- **Level 3:** What happened to help you find that lesson?

Appendix A

A sample teacher-led story drama based on the book *Naked Mole Rat Gets Dressed* by Mo Willems

The italicized questions can be answered verbally or physically, for example a frozen “statue” created with the student’s body.

Everyone lie down in your own Imagination Station and close your eyes. Imagine that you are a naked mole rat and you are living in tunnels underground. When you wake up and start your day, you have to start getting ready. Show me how you wake up. Now it’s time to brush your very long front teeth. And eat breakfast. But you have a secret you don’t want to share with the rest of the colony...you like to get dressed! Show me how you look through your closet and your dresser to find your favorite outfit. *What are you wearing? How did that make you feel?*

Now that you are ready for your day, it’s time to go out and greet your friends. You’re nervous to see everyone wearing your clothes, but you decide to do it. *Why are you nervous? What do you think your friends will say?*

When you walk out in your fancy new outfit, all the other naked mole rats said mean things to you, like, “ewwww,” “yuck,” and “what are you doing?” *How do they make you feel? What do you say to them?*

You decide to open up a store to sell clothes to see if anyone else will get dressed, too! Let me see you build your store. Now put all the clothes and shoes and everything else you want to sell in it. *What are you selling?*

You open your store and wait for everyone to walk in to buy all your clothes. But you sit there and wait. And wait. And wait. But no one shows up. *How do you feel? What do you think is going to happen?*

All of sudden you hear an important announcement and listen carefully. It tells you that Grand-Pah has asked all the naked mole rats to join him for a “royal proclamation.” *What could the proclamation be about? How do you feel about this news?*

Before you head to see Grand-Pah, you have to decide what to wear. You try on a fancy outfit. *How do you stand in a fancy outfit?* You try on a superhero outfit. *How do you stand in a superhero outfit?* You try on a rockstar outfit. *How do you stand in a rockstar outfit?* You decide to just focus on picking out your favorite pair of socks and put them on. *What do they look like?*

You open the door to go in to see the Grand-Pah. You patiently wait while as he says, “Fellow naked mole rats! I had never worn clothes before. But you have made me wonder, well why not? Do clothes hurt anyone? Are they fun?” Then Grand-Pah smiles and tells you he really likes your socks. *How do you react when he tells you he likes your clothes?*

You quickly rush to put on your favorite outfit. You put on your favorite shirt. You put on your favorite pants or shorts or skirt. You put on your favorite hat or scarf or necklace. And look around excited and wave at some of the other mole rats that are wearing clothes too! *How do you feel about other mole rats getting dressed too?*

Mole rats come into your store and you sell them clothes. After they have all left, you sit down feeling proud and happily take a rest.